



Commission on Teacher Credentialing

Reading and Literacy Certificate and Reading and Literacy Leadership Specialist Credential Program Standards

Adopted by the Commission, September 2010

Table of Contents

Part I:

Table of Contents	ii
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Part II: Preconditions

Reading and Literacy Certificate Programs	1
Reading and Literacy Leadership Specialist Credential Programs	1

Part III: Standards

Common Standards	2
Common Standards Addendum	4

Program Standards

Organization of the Reading and Literacy Certificate Program Standards and the Reading and Literacy Leadership Specialist Credential Program Standards	5
Reading and Literacy Certificate Program Standards	6
Reading and Literacy Leadership Specialist Credential Program Standards	10

Appendix A

Reading Certificate and Reading and Language Arts Specialist Credential Program Standards Advisory Panel	16
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Preconditions

Reading and Literacy Certificate Program

1. A program sponsor that operates a program for the Reading and Literacy Certificate shall determine, prior to admission to the credential program, that each candidate possesses a valid California teaching credential, including an English learner authorization, requiring a bachelor's degree and a professional preparation program, including student teaching or a clear, full-time designated subjects teaching credential, including an English learner authorization, provided that the holder also possesses a bachelor's degree and has met the basic skills requirement, or its equivalent.
2. A Commission-approved program shall determine, prior to recommending a candidate for the Reading and Literacy Certificate, that the candidate has three years of teaching experience.

Reading and Literacy Leadership Specialist Credential Program

1. A Commission-approved program shall determine prior to recommending a candidate for a Reading and Literacy Leadership Specialist Credential that the candidate has completed a Reading and Literacy Certificate program.

Common Standards

Standard 1: Educational Leadership

The *institution* and education *unit* create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for *programs*, *courses*, teaching, *candidate performance* and experiences, *scholarship*, *service*, collaboration, and *unit* accountability. The *faculty*, *instructional personnel*, and relevant *stakeholders* are actively involved in the organization, coordination, and *governance* of all professional preparation *programs*. *Unit leadership* has the *authority* and *institutional support* needed to create effective strategies to achieve the needs of all *programs* and represents the interests of each *program* within the *institution*. The education *unit* implements and monitors a credential recommendation process that ensures that *candidates* recommended for a credential have met all requirements.

Standard 2: Unit and Program Assessment and Evaluation

The education *unit* implements an *assessment and evaluation system* for ongoing *program* and *unit evaluation* and improvement. The system collects, analyzes, and utilizes data on candidate and *program completer* performance and *unit* operations. *Assessment* in all *programs* includes ongoing and comprehensive data collection related to *candidate* qualifications, proficiencies, and *competence*, as well as *program* effectiveness, and is used for improvement purposes.

Standard 3: Resources

The *institution* provides the *unit* with the necessary budget, *qualified personnel*, adequate facilities and other *resources* to prepare *candidates* effectively to meet the state-adopted standards for educator preparation. Sufficient *resources* are consistently allocated for effective operation of each credential or *certificate* program for coordination, admission, advisement, curriculum and *professional development*, instruction, *field-based supervision and/or clinical experiences*, and *assessment* management. Sufficient *information resources* and related personnel are available to meet *program* and *candidate* needs. A process that is inclusive of all *programs* is in place to determine resource needs.

Standard 4: Faculty and Instructional Personnel

Qualified persons are employed and assigned to teach all *courses*, to provide *professional development*, and to *supervise field-based and/or clinical experiences* in each credential and *certificate program*. *Instructional personnel* and *faculty* have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, *scholarship*, and *service*. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in *P-12* settings/college/university *units* and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The *institution* provides *support* for *faculty* development. The *unit* regularly *evaluates* the performance of *course instructors* and *field supervisors*, *recognizes* excellence, and retains only those who are consistently effective.

Standard 5: Admission

In each professional preparation program, applicants are admitted on the basis of well-defined *admission criteria* and procedures, including all Commission-adopted requirements. *Multiple measures* are used in an *admission* process that encourages and *supports* applicants from diverse populations. The *unit* determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

Standard 6: Advice and Assistance

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each *candidate's professional placement*. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The *institution* and/or *unit* provide *support* and assistance to candidates and only retains *candidates* who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

Standard 7: Field Experience and Clinical Practice

The *unit* and its *partners* design, implement, and regularly *evaluate* a planned sequence of *field-based* and *clinical experiences* in order for *candidates* to develop and demonstrate the knowledge and skills necessary to educate and *support* all *students* effectively so that *P-12 students* meet state-adopted academic standards. For each credential and *certificate program*, the *unit* collaborates with its *partners* regarding the criteria for selection of school sites, effective *clinical personnel*, and site-based *supervising personnel*. *Field-based work and/or clinical experiences* provide *candidates* opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help *candidates* develop research-based strategies for improving student learning.

Standard 8: District-Employed Supervisors

District-employed supervisors are *certified* and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting *supervisors* who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. *Supervisors* are trained in *supervision*, oriented to the *supervisory role*, *evaluated* and *recognized* in a systematic manner.

Standard 9: Assessment of Candidate Competence

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and *support* effectively all *students* in meeting the state-adopted academic standards. *Assessments* indicate that *candidates* meet the Commission-adopted *competency requirements*, as specified in the program standards.

Common Standards Addendum

If an institution's full response to the Common Standards (2008) has been submitted, reviewed and approved, then the institution need only submit an addendum providing information that is specific to the proposed educator preparation program relative to the institution's recently submitted Common Standards.

Standard 1	Who in the Unit will have <i>leadership</i> responsibilities for this program?
Standard 2	How will evaluation of this program fit into the Unit <i>Assessment System</i> ?
Standard 3	How will this program be supported with <i>resources</i> ?
Standard 4	What will be the criteria for selection of <i>faculty and instructional personnel for this program</i> ?
Standard 5	Are there particular <i>admission criteria</i> for the proposed program?
Standard 6	How will candidates be provided with timely and accurate information about the program? How will candidates requiring additional assistance be <i>guided and supported</i> ?
Standard 7	What will the <i>field experiences and clinical practice</i> include? How will sites be selected and evaluated?
Standard 8	What will be the criteria for selection of <i>district-employed supervisors</i> ?
Standard 9	What will be the program <i>assessments used to determine candidate competence</i> as they move through the program?

Organization of the Reading and Literacy Certificate and Reading and Literacy Leadership Specialist Credential Program Standards

Reading and Literacy Certificate Program Standards

Category A. Program Design

Standard 1: Program Design, Rationale, and Coordination

Category B. Curriculum and Fieldwork

Standard 2: Promoting a Culture of Literacy

Standard 3: Preparation to Teach Literacy to All Students through Assessment, Instruction and Appropriate Intervention

Standard 4: Integrating Curriculum through Fieldwork

Category C. Candidate Competence

Standard 5: Planning, Organizing, and Providing Literacy Instruction

Reading and Literacy Leadership Specialist Credential Program Standards

Category A. Program Design

Standard 6: Program Design, Rationale and Coordination

Category B. Curriculum and Fieldwork

Standard 7: Research and Evaluation Methodology

Standard 8: Advanced Professional Perspective

Standard 9: Integrating Curriculum through Fieldwork /Clinical Experiences

Category C. Candidate Competence

Standard 10: Planning, Organizing, and Leading Literacy Instruction

Reading and Literacy Certificate Program Standards

Category A. Program Design

The reading certificate program includes a purposeful, developmentally-designed sequence of course work and field experiences that builds upon the foundational knowledge, skills and competencies developed in the preservice program. It effectively prepares candidates to teach all students to read and helps candidates understand the challenges of developing literacy among California's diverse population. Successful candidates will be able to maximize literacy development for all students. All "students" refers to, but is not limited to, struggling students, English learners, gifted and talented students, and students with special needs. Program Sponsors will need to address all levels whenever the word "students" is used in this document.

Standard 1: Program Design, Rationale and Coordination

The design of the program follows an explicit statement of program philosophy and purpose. It is based on a sound rationale informed by current, confirmed, replicable and reliable research in literacy as referenced in the *California Preschool Learning Foundations and Frameworks* (Volume 1) and the *California Reading/Language Arts Framework*. It begins at a point beyond the preparation received by the preservice teacher and prepares the candidate for more advanced learning in the Reading and Literacy Leadership Specialist Credential program, described in Standards 6 through 10. It includes the content of the RICA content specifications but with a deeper, richer level of understanding, a firmer grasp of the literacy research behind the content specifications, and more sophisticated knowledge of instructional strategies and approaches.

The program provides multiple opportunities for candidates to learn and demonstrate the skills required by Standard 5 in Category C: Assessment of Candidate Competence. It includes a planned process of comprehensive course work, field experiences and candidate assessments that prepares candidates to teach all of California's diverse learners. The program addresses the processes of admission, advising, program evaluation and improvement, as well as its coordination and communication with the PreK-12 public schools for field experiences.

Category B. Curriculum and Fieldwork

Standard 2: Promoting a Culture of Literacy

The program provides opportunities for candidates to review current research on elements of an effective culture of literacy at the classroom, school, district, and community levels, including the clear and strategic use of reading, writing, listening, and speaking throughout the day, across a variety of contexts using narrative, expository and other texts, and developing online and offline reading and writing skills to meet the diverse needs of students, and the effective

implementation of the adopted curriculum including the use of peer coaching and professional development.

The program provides opportunities for candidates to review current research on the role of a culture of literacy for: acknowledging the language and literacy experiences of the individual child, classroom, school, district, and community, honoring and capitalizing on students' diverse knowledge, skills, abilities, and backgrounds to engage students, their families, and the community in the acquisition of English literacy skills; developing a strong, coherent, and shared vision of a culture of literacy that aligns resources to support high academic expectations for student achievement in reading and literacy; and fostering students' independence, engagement, motivation, and positive attitude towards reading, and development of a lifelong habit of reading and writing for pleasure and information.

The program provides opportunities for candidates to review current research on factors that support/develop a culture of literacy at the classroom, school, district, and community levels.

Standard 3: Preparation to Teach Literacy to All Students through Assessment, Instruction and Appropriate Intervention

The program provides opportunities for candidates to review and analyze current, confirmed, reliable and replicable quantitative and qualitative research pertaining to language and literacy instruction and how that research is reflected in the contents of the *California Preschool Learning Foundations and Frameworks* (Volume 1) and the *California Reading/Language Arts Framework*.

The program provides opportunities for candidates to learn how to assess, instruct, and provide intervention, if needed, for each component of research-based literacy instruction, including oral language development, word analysis, fluency, vocabulary development, listening and reading comprehension, written language development, and to develop the skills needed to modify curriculum to address the specific needs of diverse groups of students, including but not limited to struggling students, English learners, gifted and talented students, and students with special needs. The program provides opportunities for candidates to learn the normal progression of complexity for each component of literacy, as explicated in the Foundations/Standards and their Frameworks, the expected stages and patterns in students' development including early and adolescent literacy, the implications of delays or differences in students' literacy development relative to grade level standards, and when such delays/differences warrant further assessment, differentiated instruction and intervention. The program provides opportunities for candidates to learn instructional sequences and routines that develop and accelerate students' language and literacy learning, including RtI², and how to maximize students' literacy development by using the reciprocal relationships among the components of a research-based literacy program, as well as methods to

...incorporate information literacy skills into classroom activities in which students learn to access, evaluate, use and integrate information and ideas found in print, media, and digital resources enabling them to function in a knowledge-

based economy and technologically-oriented society.... (*California Model School Library Standards for Students*)

The program provides opportunities for candidates to learn the types and uses of assessments across the continuum of literacy skill components, including informal and curriculum-embedded assessments, and reliable and valid norm-referenced and criterion-based assessments that are used for formative and summative purposes, such as, screening, diagnosis, placement, and progress monitoring.

The program provides opportunities for candidates to learn the differences and relationships between the skills needed for assessing and supporting students' literacy development and those necessary for promoting language acquisition and development in order to know when a student may be struggling with a language acquisition problem rather than a reading problem.

The program provides opportunities for candidates to learn methods to assist teachers in using grade level or school-wide assessment data to implement and revise instructional programs and to plan, implement, and evaluate school-wide professional development.

Standard 4: Integrating Curriculum through Fieldwork

The program will provide Reading and Literacy Certificate candidates with opportunities to evaluate research for appropriateness to the target population, integrate research and practice, and to apply appropriate assessment, instruction, and differentiation in the field. Candidates will work with individuals and/or small groups of students at both early (PreK-3) and intermediate (4th grade and up) levels of literacy acquisition. Candidates will demonstrate the knowledge, understanding, and application of all elements of the curriculum defined in Curriculum Standards 2 and 3. Comprehensive experiences will be available for candidates to: interpret results of classroom assessments, including formative, on-going and summative; perform additional assessments as appropriate; implement instructional strategies based on results of the assessment; and monitor and evaluate student progress. The program ensures that candidates work at field sites or clinical settings where the instructional approaches and methods are consistent with a balanced, comprehensive program of reading and literacy instruction. Fieldwork must include on-going guidance, assistance, and feedback by the instructor, professor, or other designated, qualified personnel, including Reading and Literacy Leadership Specialist Credential candidates, (in conjunction with the program faculty) to ensure that candidates demonstrate the knowledge and skills identified in Standards 2 and 3.

Category C. Assessment of Candidate Competence

Standard 5: Planning, Organizing, and Providing Literacy Instruction

The program uses multiple measures through which each candidate demonstrates competence in the following areas:

A. Reading and Literacy Research and Assessment

Candidates evaluate the culture of literacy at a classroom, grade or school level, and identify how it supports or impedes students' literacy development. Candidates use that information and current research and theories on reading and literacy development, including first and second language development, to develop a plan of action to strengthen the culture so that it better supports literacy learning.

Candidates interpret results of disaggregated school-wide assessment data to propose changes in instructional practices through grade and school level discussion and professional development.

Candidates select appropriate assessments, administer, analyze and summarize the results of the assessments and report the results in ways that are meaningful to parents, classroom teachers and administrators. Candidates use assessment results to guide instruction and to determine the timing of appropriate placement in and exit from intervention programs with the goal of accelerated, successful reentry into grade level standards-based programs.

B. Instruction and Intervention

Candidates plan and teach lessons to students who are different from the candidate, including, ethnic, cultural, gender, linguistic, and socio-economic differences.

Candidates plan, implement, and monitor formal literacy instruction that is sequential, linguistically logical, systematic, explicit, differentiated, and based on ongoing formal and informal assessments of individual students' progress that assures that the full range of learners develop proficiency as quickly and effectively as possible. Candidates use modeling, massed and distributed practice, and opportunities for application as strategies to facilitate student learning. Candidates select and use instructional materials, technology, routines, and strategies that are appropriately aligned with students' assessed language and literacy needs.

Candidates know the critical aspects of, and can facilitate student and teacher use of, multiple digital literacies for 21st Century skills necessary for success in today's global economy.

Reading and Literacy Leadership Specialist Credential Program Standards

Category A. Program Design

The Reading and Literacy Leadership Specialist Credential program includes a purposeful sequence of course work and field experiences that builds upon the foundational knowledge, skills and competencies developed in the Reading and Literacy Certificate program and that is based on a sound rationale informed by current, confirmed, replicable and reliable research in language and literacy development. The program effectively prepares candidates to lead the development and implementation of comprehensive literacy programs at the classroom, school, district, county and state levels that will ensure equitable opportunity and achievement for all of California's diverse students, PreK to 12th grade. Successful candidates will be able to provide highly specialized services to students and teachers and to serve as active leaders in a comprehensive community system to build, support, sustain, and advocate for the development of effective literacy programs in which all students meet or exceed grade-level content standards. All "students" refers to struggling students, English learners, gifted and talented students, and students with special needs. Program Sponsors will need to address all levels whenever the word "students" is used in this document.

Standard 6: Program Design, Rationale and Coordination

The design of the program follows an explicit statement of program philosophy and purpose. It begins at the level of the Reading and Literacy certificate and prepares the candidate for more advanced learning in the Reading and Literacy Leadership Specialist Credential program, described in Standards 6 through 10.

The program provides multiple opportunities for candidates to learn and demonstrate the skills required by Standard 10 in Category C: Assessment of Candidate Competence. It includes a planned process of comprehensive course work, field experiences and candidate assessments that prepares candidates to teach all of California's diverse learners and to be literacy leaders in their school, district, and community. The program addresses the processes of admission, advising, program evaluation and improvement, as well as its coordination and communication with the PreK-12 public schools for field experiences.

Category B. Curriculum and Fieldwork

Standard 7: Research and Evaluation Methodology

The program provides opportunities for candidates to learn basic research and evaluation methods including research design, sampling, selection of measures or instruments, and statistical procedures.

The program provides candidates with focused instruction and experiences in evaluating literacy programs that generate reliable information about program strengths, weaknesses, and effects on

target student populations and that can be used to recommend and implement changes in literacy instruction practices at the classroom, school, or district levels.

The program provides candidates the opportunity to engage in data analysis to diagnose, monitor and evaluate student progress at the individual, group, classroom, grade level, school, and district levels and to develop techniques for analyzing aggregate student data (at the school and district level) for making instructional decisions and for designing and providing staff development activities.

The program provides opportunities for candidates to learn to evaluate the technical adequacy of assessments, such as reliability and content and construct validity, based on psychometric standards and applicable populations, and to utilize best practices in the selection, administration, and use of assessments for developing a systemic framework to measure student progress and for planning, monitoring, evaluating, and improving instruction.

The program provides opportunities for candidates to understand large-scale assessment design, the design of state and district assessment systems, and the relationship between those assessments and state frameworks, proficiency standards and benchmarks. The program provides opportunities for candidates to understand state and federal reading initiatives and to learn how to develop, procure and implement programs around those initiatives.

The program provides opportunities for candidates to learn the skills for critically analyzing seminal, developing and cutting edge research findings in the literature related to literacy education. The program provides opportunities for candidates to learn to critically examine the research and program recommendations of experts in the field of literacy acquisition and instruction as an invaluable aid in the decision-making and leadership process, keeping in mind the limitations of applicability of research based on inclusion of specific target populations.

The program provides opportunities for candidates to develop clear communication strategies for sharing individual, classroom, school, district and state assessment results to a variety of audiences and to identify relevant implications for instructional programs and accountability, and for target student populations, that might assist their communities in obtaining support for literacy development.

Standard 8: Advanced Professional Competencies

Course work and fieldwork/clinical experiences in this program ensure that each candidate will develop and demonstrate advanced professional competencies in, and knowledge of, the following:

A. Curriculum, Instruction, and Assessment

The program provides opportunities for candidates to develop an advanced understanding of: the process through which students learn to read and write and the structure of the English language, including phonology, morphology and orthography; the relationships between

linguistics, spelling, reading and writing; and the psychological and sociolinguistic aspects of reading and writing. Programs provide candidates opportunities to develop advanced understanding of the continuum of state PreK-12th grade foundations/standards and frameworks in reading and literacy, and relevant research (including terminology) upon which they are based and about the effective implementation of state- and/or district-approved instructional programs and other supplemental materials, recognizing the importance of thoughtfully following a well-designed sequence of instruction.

The program provides candidates the opportunity to develop advanced professional knowledge of methods for using assessment data to diagnose, design, adapt and differentiate instruction for the full range of learners, including students who are experiencing extreme difficulty in literacy acquisition. The program provides opportunities for candidates to deepen their understanding of and ability to use theoretical and research-based strategies that assist students to become proficient readers, including direct instruction, flexible grouping, strategies to cognitively engage and sustain students' interest and focus, and developing students' strategies to self-regulate and learn independently, in order to meet the needs of English learners, students with reading difficulties, students who are proficient and advanced readers and writers, and students at every age, including preschool and adolescent learners. The program provides opportunities for candidates to learn about the types of disabilities that have implications for literacy development and to learn effective strategies and practices for providing multiple levels of intervention, including strategic and intensive interventions, or RtI² Tiers 1, 2, and 3.

The program provides opportunities for candidates to learn how to expand the curriculum to include online and offline reading and literacy experiences that incorporate multiple genres, multiple perspectives, and the use of media and communication technologies to prepare learners for literacy tasks of the 21st century.

B. Leadership, Collaboration, and Professional Development

The program provides opportunities for candidates to learn about local, state, and national policies that affect reading and literacy instruction and the criteria used for developing instructional programs and supplemental strategic intervention materials identified in the *California Reading/Language Arts Framework*. Candidates are provided opportunities to develop advanced professional knowledge about how to evaluate, select and support implementation of programs based on the needs of the local school/district and community population and how to examine, evaluate and select educational technologies to assess or complement individualized or group instruction and to plan, maintain records, and communicate with stakeholders.

The program provides opportunities for candidates to develop advanced professional communication and facilitation skills for advocating for a comprehensive literacy program through scholarly writing and/or collaborative work with students and their families, teachers, administrators, specialists, and other interested stakeholders to develop and sustain a comprehensive literacy program.

The program provides opportunities for candidates to develop professional knowledge about the characteristics of effective professional development, including relevant research, adult learning theory, and best practices, in order to plan, implement and evaluate professional development that will enhance teachers' content knowledge, assessment, and instruction in all aspects of a comprehensive literacy program at the county, district, school and classroom levels.

Standard 9: Integrating the Curriculum through Clinical Experiences

The program provides fieldwork and/or clinical experiences that are articulated with courses to allow candidates to develop competency through work at sites where the instructional approaches and methods are consistent with a balanced, comprehensive program of reading and literacy instruction. Fieldwork and/or clinical experiences must include on-going guidance, assistance, and feedback by the instructor, professor, or other designated, qualified personnel (in conjunction with program faculty) to ensure that candidates have an opportunity to practice and demonstrate the knowledge and skills identified in Standards 7 and 8.

The program provides candidates multiple opportunities to integrate research and practice by using research-based strategies at multiple sites or the district level to: assess the needs of students most at risk of failure, evaluate the current instructional practices and use of district-adopted instructional materials at those locations, implement appropriate research-based instructional and intervention strategies, and evaluate the effectiveness of the intervention. Candidates will have the opportunity to create professional development and coaching/mentoring procedures to support adoption of new instructional or intervention strategies.

The program provides opportunities for candidates to improve the literacy skills of the full range of learners including beginning, intermediate and adolescent readers, English learners, and students with reading difficulties and to evaluate the effectiveness of the intervention and extended support currently offered to students using standards-aligned and state- and/or district-adopted instructional materials and to implement alternative or additional instructional approaches and materials, as appropriate.

Category C. Assessment of Candidate Competence

Standard 10: Planning, Organizing, Providing and Leading Literacy Instruction

The program uses multiple measures through which each candidate demonstrates competence in the following areas:

A. Instruction

Candidates work effectively with children from a variety of ethnic, cultural, gender, linguistic, and socio-economic backgrounds and provide specialized instruction that meets

the specific needs of students, PreK and elementary, as well as adolescent learners, and students with reading difficulties.

Candidates employ an advanced level of proficiency in the practice and adaptation of instructional routines and strategies, especially for students with extreme reading difficulty.

Candidates select, plan and implement culturally responsive curriculum based on assessed needs and literacy experiences of students in a target population.

Candidates demonstrate the ability to facilitate the implementation of the state-and/or district-adopted literacy curricula at classroom, school and/or district levels.

Candidates have an advanced level of knowledge about, and can advocate for resources to support, students' acquisition of the critical aspects of multiple digital literacies for 21st Century skills necessary for success in today's global economy.

B. Assessment/Research

Candidates critically analyze and interpret research; identify appropriate research design and methodology; and recognize research that is current, confirmed, reliable and replicable.

Candidates select, administer, analyze, summarize and communicate results of diagnostic literacy assessments and provide appropriate intervention, including strategic and intensive, with beginning readers and students who have reading difficulties, and can reflect upon, monitor and adjust instruction over an extended period of time.

Candidates know and use theories and research related to adult learning theory as it informs professional development on literacy acquisition at the school or district level. Candidates can facilitate collaborative processes with teachers and administrators for designing, implementing, and evaluating action research projects, case studies, and/or state or federal programs.

C. Professional Development and Leadership

Candidates demonstrate their capacity to identify areas of growth as a professional and to select resources and opportunities to stay current with the teaching profession and with the professional community of other specialists, including those at the community level (such as, social agencies, after school programs, etc.).

Candidates demonstrate advanced professional competencies in reading and literacy development, curriculum, instruction, and assessment, including a deep, rich and interconnected understanding of Program Standards 2, 3, 7 and 8.

Candidates analyze instructional practices and evaluate student assessment data at grade, school or district levels to plan and provide guidance, coaching and/or professional

development to strengthen appropriate practices as needed and work collaboratively with students and their families, teachers, administrators, specialists, and other interested stakeholders to design, implement and evaluate a comprehensive literacy plan or a specific component of that plan.

D. Program Evaluation

Candidates critically examine the relevant research and recommendations of experts in the field and incorporate that information when generating and communicating to stakeholders the results of reliable and informative evaluations of current literacy practices, including program strengths and weaknesses and program effects on various aggregate student populations. Candidates utilize that information to develop a plan for improving literacy learning that includes communication about the planned changes to all interested stakeholders and a process for implementing and evaluating those changes.

Appendix A

Reading Certificate and Reading and Language Arts Specialist Credential Standards Advisory Panel

Name	Organizational Affiliation
Barbara Bartholomew	CSU Bakersfield
Martha Beetley	Davis Joint Unified School District
Federica B. Breuer	Piedmont Unified School District and Mills College
Bernard “Barney” Bricmont	Live Oaks Elementary School District—School Board
Susan Brown	Yucaipa-Calimesa Joint Unified School District
Nancy Brynelson	CSU Center for the Advancement of Reading
Sandra Ceja	San Diego County Office of Education
Barbara Gallier	Whittier Union High School District
Mary Hall	Los Angeles Unified School District
Lacy Metcalfe	Carlsbad Unified School District
Mary Kay Moskal	St. Mary’s College
Robert Perry	Los Angeles Unified School District
Gary Ravani	California Federation of Teachers
John Shefelbine	CSU Sacramento
Yukko Uchikoshi	University of California
Hallie Yopp	CSU Fullerton and CSU Center for the Advancement of Reading